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ABSTRACT

By 1979, nonmetro Hispanics trailed Whites and metro Hispanics in rates of high school graduation, college completion, and functional literacy; their relative position for these worsened during the seventies, despite absolute gains. While nonmetro Hispanic school enrollments for ages 3-15 compared favorably with other groups in 1978, 36% of nonmetro Hispanic 16-24 year-olds were school dropouts, more than twice as many as nonmetro Whites. In 1977, 15% of Hispanic farmworkers 25 and older had more than an elementary education, compared with 74% of White farmworkers; income for nonmetro Hispanic men averaged $3,000 less than for nonmetro White men; the corresponding deficit for women was $1,245. In 1976, of five Southwestern states where most nonmetro Hispanics live, only California had more than 50% of limited- and non-English speaking students enrolled in special language programs. In 1979, relatively few nonmetro Hispanic men (5.2%) and women (3.8%) had graduated from 4-year colleges; fewer nonmetro Hispanic males (19.4%) and females (40.4%, many of whom held clerical positions) held white-collar jobs than nonmetro White males (33.1%) and females (54.9%); unemployment rates for nonmetro Hispanics approached 10%. Heavy migration of Hispanics with little schooling from cities to nonmetro areas during 1975-1979 may partially account for differences in educational attainment of metro/nonmetro residents. (Author/MH)

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Rural Development Research Report Number 31

The Education of Nonmetro Hispanics

Frank A. Fratoe

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The Education of Nonmetro Hispanics. By Frank A. Fratoe; U.S. Department of Agriculture, Economic Research Service, Economic Development Division. Rural Development Research Report No. 31.

Abstract

Nonmetro Hispanics trailed both Whites and metro Hispanics in rates of high school graduation, college completion, and functional literacy; their relative position on these measures worsened during the seventies, despite absolute gains. While nonmetro Hispanic school enrollment levels between the ages of 3 and 15 compared favorably with those for other residence groups in 1978, school enrollment of nonmetro Hispanics from their midteens to early twenties declined more sharply than that of Whites or metro Hispanics. Nonmetro Hispanics were also less likely to be employed, hold white-collar jobs, or earn comparable income. Such results, however, are confounded by migration patterns in the Southwest where most nonmetro Hispanics live.

Key words: Nonmetro education, nonmetro Hispanics, nonmetro labor force, nonmetro development.

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Note

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Washington, D.C. 20250 September 1981

Preface

This report examines the educational status of Hispanics living in nonmetro America. It is the fourth in a series of reports by the same author using national data to describe the educational background of the rural/nonmetro population. The previous reports were: *Rural Education and Rural Labor Force in the Seventies* (RDRR-5), USDA, October 1978; *The Educational Level of Farm Residents and Workers* (RDRR-8), USDA, March 1979; and *The Education of Nonmetro Blacks* (RDRR-21), USDA, July 1980.

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Highlights

As of 1979, proportionately fewer nonmetro Hispanics graduated from high school or college and more were functionally illiterate compared to Whites and metro Hispanics. Other findings of this report include:

—In 1979, only 35.5 percent of nonmetro Hispanic males 25 years old and over had finished high school, compared with 73.9 percent for metro White males, 63.4 percent for nonmetro White males, and 43.5 percent for metro Hispanic males. Corresponding percentages for females in these categories were comparable.

—Only 5.2 and 3.8 percent of nonmetro Hispanic men and women, respectively, had graduated from 4-year colleges in 1979.

—The 1979 functional illiteracy rate for nonmetro Hispanics was about 8 times that of nonmetro Whites and 11 times that of metro Whites.

—School enrollment rates of nonmetro Hispanics in their midteens to early twenties declined more sharply than those of Whites or metro Hispanics.

—In 1978, 36 percent of nonmetro Hispanic 16- to 24-year-olds were school dropouts (neither enrolled in high school nor high school graduates), more than twice the corresponding figure for nonmetro Whites.

—Among the five Southwestern States where most nonmetro Hispanics live, only California had more than half of their limited- and non-English speaking students enrolled in special language programs in 1976.

—About 19 percent of nonmetro Hispanic males in the labor force held white-collar occupations in 1979, compared with 33 percent of nonmetro White males. Corresponding percentages for nonmetro Hispanic and White females were 40 and 55 percent, respectively.

—In 1977, only 15 percent of all Hispanic farmworkers 25 years old and over had more than an elementary school education, compared with three-fourths of their White counterparts.

—Nonmetro Hispanic men's incomes averaged $3,000 less during 1977 than incomes of nonmetro White men; the corresponding deficit for women was about $1,200.

—During 1975-79, migration of Hispanics with little schooling from cities to nonmetro areas was heavy, which may partially account for the differences in educational attainment of metro and nonmetro residents.

The Education of Nonmetro Hispanics

Frank A. Fratoe
Sociologist

Introduction

Nonmetro Hispanics are an often overlooked population, despite the fact that they constitute the second largest nonmetro minority group in the United States (second only to Blacks) and number about 2 million people (table 1). The population growth rate of nonmetro Hispanics is high like that of their metro counterparts, making the Hispanic population the fastest growing minority in the United States *(26, 33, 35)*.[1] Much attention has been paid to problems and issues which affect the human resource development of Hispanics living in cities. While this is certainly an important topic for analysis, the educational background and development of nonmetro Hispanics are equally important.

This study examines the education of nonmetro Hispanics, their school and college enrollment, and such educational outcomes as employment, occupation, income, and migration. The latest available data are cited in all cases. All quantitative evidence has been collected from secondary sources supplied by the Census Bureau, National Center for Education Statistics, and the U.S. Department of Agriculture. Additional information on the enrollment of limited-English and non-English speaking (LES/NES) students in California was furnished by the California State Department of Education. Since most data were originally obtained through sample surveys, estimates may differ from figures that would have resulted from a complete census.[2] The data are compared not only by race/ethnicity and metro/nonmetro residence but by other categories wherever feasible.

Because most of the data come from Census sources, some enumeration problems should be pointed out. There is the possibility of an undercount of the total Hispanic population. Many Hispanic persons who are illegal aliens avoid detection by government agencies and therefore may not be counted. In crowded central cities or isolated rural places, some Hispanic individuals and families are simply difficult to locate. Although the Hispanic population may be largely undercounted, there is no reason to assume that such an undercount would affect the proportional distribution of Hispanics by metro/nonmetro residence. Comparisons of persons of Hispanic origin with Whites are complicated by the fact that Whites of Hispanic origin may be included in both categories. The comparisons are still meaningful,

Table 1—Metro/nonmetro status of U.S. Whites and Hispanics, 1970 and 1979[1]

Race/ethnicity and metro/nonmetro status	1970	1979	1970	1979
	Millions		*Percent*	
Total population	199.8	215.9	100.0	100.0
Metro[2]	137.1	145.9	68.6	67.6
Central cities[3]	62.9	60.5	31.5	28.0
Suburbs[4]	74.2	85.4	37.1	39.6
Nonmetro[5]	62.7	70.0	31.4	32.4
Hispanic[6]	9.0	12.1	100.0	100.0
Metro	7.4	10.2	82.2	84.0
Central cities	4.6	6.0	51.1	49.1
Suburbs	2.8	4.2	31.1	34.9
Nonmetro	1.6	1.9	17.8	16.0
White	175.3	186.6	100.0	100.0
Metro	118.9	123.5	67.8	66.2
Central cities	48.9	45.0	27.9	24.1
Suburbs	70.0	78.5	39.9	42.1
Nonmetro	56.4	63.1	32.2	33.8

[1]Only noninstitutional population is included.

[2]Metro refers to population residing in Standard Metropolitan Statistical Areas (SMSAs) as defined in 1970. Except in the New England States, an SMSA is a county or group of contiguous counties containing at least one city of 50,000 inhabitants or more, or twin cities with a combined population of at least 50,000. SMSAs in New England consist of towns and cities instead of counties.

[3]Central cities include the largest city in an SMSA and any additional city or cities in an SMSA with at least 250,000 inhabitants or a population of one-third or more of that of the largest city and a minimum population of 25,000.

[4]Suburbs (designated as "outside central cities" by the Census Bureau) refer to population residing in an SMSA but outside of central cities.

[5]Nonmetro is defined as population residing outside of SMSAs.

[6]Hispanic (designated as "Spanish origin" by the Census Bureau) includes persons self-identified as Mexican-American, Chicano, Mexican, Mexicano, Puerto Rican, Cuban, Central or South American, or "other Spanish." Hispanic persons may be of any race. Thus, the Hispanic and White categories are not mutually exclusive.

Source: (*36*, table 28; *39*, table 1).

[1]Italicized numbers in parentheses refer to literature cited at the end of this report.

[2]Consult Census reports for a description of sample errors (see References).

Table 2—Metro/nonmetro status of Hispanic and non-Hispanic families, by subgroup, 1979[1]

Metro/nonmetro status	Total non-Hispanic	Total Hispanic	Hispanic subgroup			
			Mexican-American	Puerto Rican	Cuban	Other Hispanic[2]
			Millions			
All families	57.8	2.7	1.6	0.43	0.21	0.48
Metro	38.6	2.3	1.3	.41	.20	.41
Central cities	15.6	1.4	.7	.34	.07	.25
Suburbs	23.0	.9	.6	.07	.13	.16
Nonmetro	19.2	.4	.3	.02	.01	.07
			Percent			
All families	100.0	100.0	100.0	100.0	100.0	100.0
Metro	66.7	85.1	80.3	95.8	97.6	86.2
Central cities	27.0	51.0	45.6	79.2	33.7	51.6
Suburbs	39.7	34.1	34.7	16.6	63.9	34.6
Nonmetro	33.3	14.9	19.7	4.2	2.4	13.8

[1]Family refers to a group of two or more persons related by blood, marriage, or adoption and residing together. A Hispanic family is one in which the head of the family is of Hispanic origin.
[2]Families of Central or South American origin and other Hispanic origin are included in this category.

Source: (*35*, table 3).

however, since White Hispanics are such a small percentage of the total White population that statistics for Whites are not appreciably affected by the overlap *(11, 24)*. Thus, the distribution of nonmetro Hispanics and Whites shown in table 1 should be fairly accurate.

Hispanic Americans are a heterogeneous population derived from different cultural and historic origins. Many are descendents of the country's earliest residents, while others have recently immigrated. Some speak Spanish as their primary language and others barely use it *(26)*. Mexican-Americans, Puerto Ricans, and Cubans form the three major subgroups, although there are "other Hispanics" who come primarily from Central or South America. Although all the subgroups are heavily urban-centered, Mexican-Americans have a fair proportion of nonmetro residents. About 20 percent of Mexican-American families lived in nonmetro areas in 1979, perhaps reflecting their historic base of rural settlement. In absolute numbers, Mexican-American families represent the largest of all nonmetro Hispanic subgroups, outnumbering the combined total of the others approximately 3 to 1 (table 2).

Nonmetro Hispanics are concentrated in five Southwestern States: Arizona, California, Colorado, New Mexico, and Texas (table 3). In 1976, Texas had the greatest number of nonmetro Hispanic families (166,400) but New Mexico had the highest percentage (68.7). About one-fourth of all Hispanic families in Texas, Arizona, and Colorado resided in nonmetro areas. In all other States with 250,000 or more Hispanics, percentages of nonmetro residents were rather low. Though some

Table 3—Distribution of Hispanic families in selected States, by metro/nonmetro status, 1976

State[1]	Metro/nonmetro status			
	Metro	Nonmetro	Metro	Nonmetro
	Thousands		*Percent*	
Arizona	53.4	19.6	73.2	26.8
California	660.8	84.2	88.7	11.3
Colorado	46.9	16.0	74.5	25.5
Florida	155.2	5.8	96.4	3.6
Illinois	89.3	1.7	98.1	1.9
New Jersey	85.4	9.6	89.9	10.1
New Mexico	29.7	65.2	31.3	68.7
New York	348.6	1.4	99.6	.4
Texas	386.5	166.4	69.9	30.1

[1]Only those States with 250,000 or more persons of Hispanic origin are listed.

Source: (*32*, table 12).

nonmetro Hispanics live outside the Southwest, the overwhelming majority are Mexican-Americans inhabiting that region of the Nation. Furthermore, nonmetro Hispanics have a larger proportion under 25 years of age than their White counterparts—illustrating the general youthfulness of the entire Hispanic population *(14, 33)*.

Educational Attainment

One way to determine the educational status of nonmetro Hispanics is to examine their levels of formal schooling. High school graduation, college completion, and functional illiteracy rates are used to measure these levels.

High School Graduation

Nonmetro Hispanics 25 years old and over not only are far behind metro and nonmetro Whites in terms of high school graduation rates, but also trail metro Hispanics (table 4). In 1979, 35.5 percent of nonmetro Hispanic males had finished high school, compared with 73.9 percent for metro White males, 63.4 percent for nonmetro White males, and 43.5 percent for metro Hispanic males. Corresponding figures for females were not appreciably different. At a time when three-fourths of suburban Whites have completed high school, only about one-third of nonmetro Hispanics have.

More striking, nonmetro Hispanics fell further behind Whites in high school completion rates between 1970 and 1979, despite absolute gains during the period (table 4 and fig. 1). Nonmetro Hispanic men trailed nonmetro White men by 20.4 percentage points in 1970, but by 27.9 points in 1979. Nonmetro Hispanic women were 24.0 percentage points behind nonmetro White women in 1970, and were 27.8 points behind in 1979. This slippage, which also occurred among metro Hispanics,

Table 4—Percentage of Hispanics and Whites 25 years old and over who have completed 4 years of high school or more

Race/ethnicity and metro/nonmetro status	1970		1979	
	Male	Female	Male	Female
	Percent			
Total population	52.3	53.3	68.4	67.1
Metro	55.7	55.7	71.9	69.7
Central cities	51.4	50.7	67.4	64.1
Suburbs	59.3	60.2	75.0	73.8
Nonmetro	44.8	47.9	61.4	61.7
Hispanic	33.2	30.9	42.3	41.8
Metro	34.6	31.8	43.5	42.6
Central cities	32.4	28.6	40.9	38.8
Suburbs	38.5	37.7	47.1	48.0
Nonmetro	26.6	26.4	35.5	36.4
White	54.4	55.5	70.3	69.2
Metro	57.9	57.9	73.9	71.7
Central cities	54.7	53.8	70.6	67.1
Suburbs	60.3	61.1	75.8	74.5
Nonmetro	47.0	50.4	63.4	64.2

Source: (*38*, table 6; *39*, table 9).

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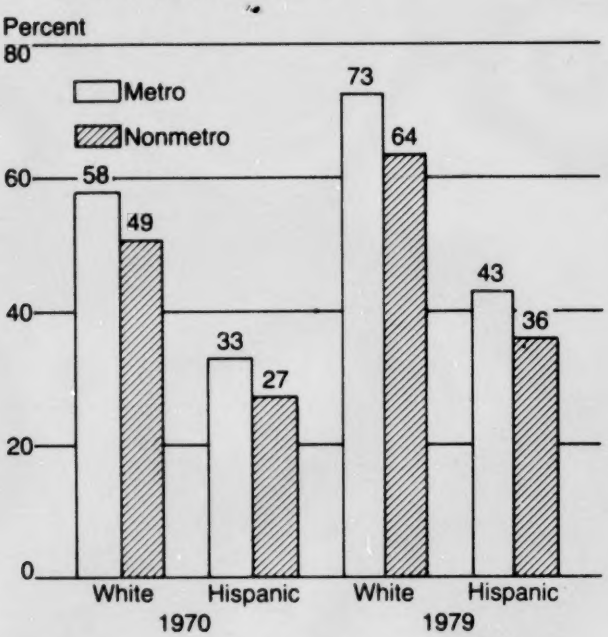
Figure 1

Percentage of Metro and Nonmetro High School Graduates, by Race/Ethnicity



Persons 25 years old and over.

Source: (*38*, table 6; *39*, table 9).

could be partly attributable to the inclusion of legal and illegal Mexican immigrants with little previous school attendance *(11, 37)*.[3]

College Completion

Differences in college completion rates between nonmetro Hispanics and Whites also increased during 1970-79 (table 5). In 1970, nonmetro Hispanic males finishing 4 years of college lagged behind nonmetro White males by 4.1 percentage points, increasing to 10.5 points in 1979. Nonmetro Hispanic females trailed by 4.4 percentage points in 1970, and by 6.7 points in 1979. Only 5.2 and 3.8 percent of nonmetro Hispanic men and women (25 or over), respectively, were 4-year college graduates in 1979, compared with 10.3 percent

[3]The majority of Hispanics migrating to both metro and nonmetro areas from abroad during 1975-79 had only an elementary school education *(37)*.

Table 5—Percentage of Hispanics and Whites 25 years old and over who have completed 4 years of college or more

Race/ethnicity and metro/nonmetro status	1970		1979	
	Male	Female	Male	Female
	Percent			
Total population	13.6	8.2	20.4	12.9
Metro	15.7	8.9	23.0	14.2
Central cities	13.9	8.4	20.5	13.3
Suburbs	17.2	9.5	24.4	14.8
Nonmetro	9.2	6.6	15.0	10.2
Hispanic	6.1	3.1	8.2	5.4
Metro	6.2	3.2	8.7	5.6
Central cities	6.0	2.7	7.5	4.9
Suburbs	6.7	3.9	10.3	6.6
Nonmetro	5.6	2.4	5.2	3.8
White	14.5	8.5	21.4	13.3
Metro	16.8	9.3	24.4	14.7
Central cities	15.7	9.1	23.0	14.7
Suburbs	17.6	9.6	25.1	14.7
Nonmetro	9.7	6.8	15.7	10.5

Source: (*38*, table 6; *39* table 9).

for suburban Hispanic men, 14.7 percent for suburban White women, and 25.1 percent for suburban White men.

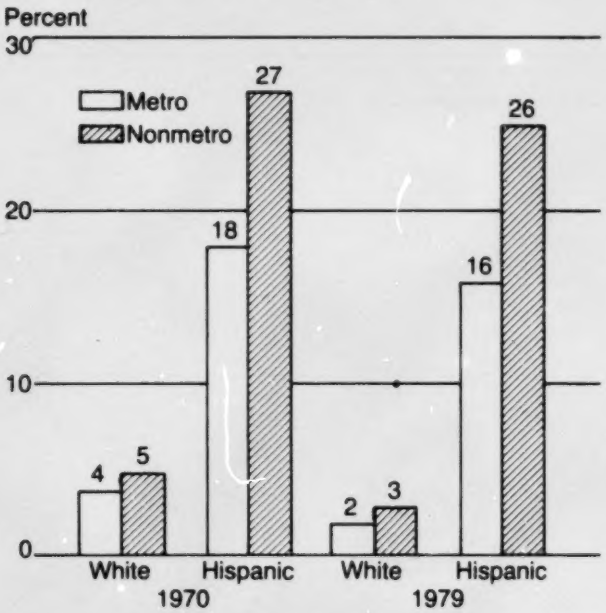
It is conceivable that some nonmetro Hispanic college graduates may have migrated to urban areas seeking better career opportunities. Another possibility is that Hispanics have higher attrition rates in college than do Whites *(9, 24)*. These factors, along with the growing gap in high school graduation rates, partially account for the low numbers of nonmetro Hispanics completing college. Such trends may make it difficult for nonmetro Hispanics to move upward occupationally because they do not have entry level credentials, and mean that nonmetro areas lack professionals, managers, and other occupations requiring college training *(16)*.

Functional Illiteracy

The functional illiteracy rate for nonmetro Hispanics remained virtually unchanged between 1970 and 1979, continuing at about 27 percent (fig. 2). Functional illiteracy is conventionally defined as the failure to complete at least 5 years of elementary school. It may not be a completely accurate measure of literacy skill, yet in the absence of data from widely accepted measures it serves as a useful approximation. Analogous percentages for metro Hispanics also showed little change during the

Figure 2

Percentage of Metro and Nonmetro Functional Illiterates, by Race/Ethnicity



Functional illiterates are defined as those persons 25 years old and over who have completed less than 5 years of school.

Source: (*38*, table 6; *39*, table 9).

period, but remained at lower levels. On the other hand, Whites of all residence categories saw their functional illiteracy rates fall to well under 5 percent (table 6).

The functional illiteracy rate for nonmetro Hispanics in 1979 was about 8 times that of nonmetro Whites and 11 times that of metro Whites. These figures represent a worsened relative position for nonmetro Hispanics from 1970. Although the 1979 rate for nonmetro Hispanic men—27.2 percent—was very high, it did not approach comparable rates for Hispanics living on farms where functional illiteracy ran as high as 35 to 40 percent *(38)*. No doubt the influx of immigrants with little formal education has a major bearing on this situation. However, the large number of Hispanics without basic schooling means that a sizable minority group exists in the nonmetro Southwest lacking the general education and advanced skills needed to support socioeconomic development.

Table 6—Percentage of Hispanics and Whites 25 years old and over who have completed less than 5 years of elementary school (functional illiterates)

Race/ethnicity and metro/nonmetro status	1970		1979	
	Male	Female	Male	Female
	Percent			
Total population	5.9	4.8	3.7	3.2
Metro	4.9	4.6	3.0	2.8
Central cities	6.2	5.7	4.1	4.0
Suburbs	3.8	3.3	2.3	2.0
Nonmetro	8.1	5.6	5.1	4.0
Hispanic	19.5	19.8	17.8	17.5
Metro	17.6	18.8	16.1	16.2
Central cities	18.2	20.2	15.6	17.5
Suburbs	16.6	17.7	16.8	14.6
Nonmetro	28.8	24.9	27.2	24.9
White	4.7	4.0	2.8	2.6
Metro	4.0	3.8	2.3	2.4
Central cities	4.9	5.0	3.0	3.5
Suburbs	3.3	2.9	1.9	1.7
Nonmetro	6.2	4.2	3.8	3.0

Source: (*38*, table 6; *39*, table 9).

Comparison of Younger and Older Adults

One might assume that the relatively disadvantaged status of nonmetro Hispanics is skewed by data for older adults. That is, younger nonmetro Hispanics should have achieved higher educational status compared with Whites because older Hispanics historically have had fewer opportunities to pursue a formal education. This means that if younger Hispanic adults and their White peers were compared on the variables examined, the percentages should be closer. This assumption is correct only as far as functional illiteracy is concerned. Differences in 1979 functional illiteracy rates between nonmetro Hispanics and Whites were considerably lower for persons 25 to 44 years old than for those over 44 (tables 7 and 8). This may simply reflect more strictly applied legal requirements mandating public school attendance until the midteens.

A look at high school and college completion rates, however, tells a different story. The difference in high school completion percentages for nonmetro Hispanics and their White counterparts 25 to 44 years old is about the same as that for those 45 and over. But figures on college completion suggest a deteriorating position for nonmetro Hispanics. In 1979, the difference in college

Table 7—Percentage of Hispanics and Whites 25 to 44 years old attaining various educational levels, 1979

Race/ethnicity and metro/ nonmetro status	School years completed					
	Male			Female		
	Less than 5 yrs.	4 yrs. of high school or more	4 yrs. of college or more	Less than 5 yrs.	4 yrs. of high school or more	4 yrs. of college or more
	Percent					
Total population	1.4	82.6	26.3	1.3	80.5	17.9
Metro	1.3	84.3	28.8	1.2	82.2	19.5
Central cities	1.8	80.9	27.1	1.8	77.3	19.0
Suburbs	1.1	86.5	29.8	.9	85.6	19.8
Nonmetro	1.5	78.8	20.9	1.3	76.7	14.1
Hispanic	12.3	49.8	9.3	10.7	50.6	6.4
Metro	11.8	49.9	9.7	10.2	50.9	6.6
Central cities	11.1	46.3	8.1	10.4	47.4	6.2
Suburbs	12.7	55.0	11.8	10.1	55.7	6.9
Nonmetro	15.3	49.0	6.8	14.0	48.7	5.7
White	1.3	84.0	27.6	1.2	82.4	18.5
Metro	1.4	85.7	30.4	1.3	84.1	20.4
Central cities	1.8	82.9	30.5	2.0	80.2	21.9
Suburbs	1.1	87.2	30.4	.8	86.2	19.6
Nonmetro	1.1	80.4	21.8	1.0	78.8	14.6

Source: (*38*, table 6).

Table 8—Percentage of Hispanics and Whites 45 years old and over attaining various educational levels, 1979

Race/ethnicity and metro/ nonmetro status	School years completed					
	Male			Female		
	Less than 5 yrs.	4 yrs. of high school or more	4 yrs. of college or more	Less than 5 yrs.	4 yrs. of high school or more	4 yrs. of college or more
	Percent					
Total population	5.9	55.1	14.8	4.8	56.0	8.8
Metro	4.7	59.6	17.3	4.2	58.8	9.5
Central cities	6.3	54.5	14.1	5.7	53.7	8.8
Suburbs	3.6	63.1	19.5	3.0	63.0	10.1
Nonmetro	8.2	46.6	10.0	6.1	50.4	3.7
Hispanic	26.6	30.3	6.4	28.2	27.6	3.6
Metro	23.2	33.1	7.1	26.0	29.0	4.0
Central cities	23.4	31.3	6.5	28.4	25.7	2.8
Suburbs	23.0	35.2	7.9	22.5	34.2	6.0
Nonmetro	43.3	17.0	3.0	40.0	19.5	1.2
White	4.2	57.6	15.7	3.7	58.7	9.2
Metro	3.2	62.4	18.5	3.3	61.6	10.1
Central cities	4.1	59.1	16.1	4.5	57.8	9.6
Suburbs	2.7	64.3	19.9	2.5	64.2	10.4
Nonmetro	6.1	49.0	10.5	4.5	53.3	7.5

Source: (*38*, table 6).

graduation rates between nonmetro Hispanic men and White men over 44 was 7.5 percent; the same difference for males 25 to 44 years old was 15.0 percent. Similar, but smaller, contrasts applied to Hispanic and White women. Thus, despite absolute gains, the relative position of younger nonmetro Hispanics on educational attainment measures is not improving.

School and College Enrollment

Another general indicator of educational status is school and college enrollment. Groups with higher enrollment rates are taking greater advantage of the formal educational system to accomplish socioeconomic goals. The enrollment of nonmetro Hispanics is a key factor which may help forecast their later attainments.

Level of Enrollment

In 1978, about a half million nonmetro Hispanics 3 to 34 years old were enrolled in schools and colleges, or about 15 percent of the total Hispanic enrollment (table 9). These included both full-time and part-time students attending private or public institutions. Of all nonmetro Hispanics enrolled, 89.2 percent attended public schools below the college level, the highest proportion in that category for any residence group. The data confirm that nonmetro Hispanics depend heavily on public elementary and secondary education, more so than Whites or metro Hispanics who may have more private school options available. Moreover, only 7.6 percent of all enrolled nonmetro Hispanics attended college-level institutions in 1978, compared with 12.9 percent of central city Hispanics and 18.4 percent of suburban Whites.

Mexican-Americans, who make up most of the nonmetro Hispanic population, are often believed to be severely underrepresented in higher education *(9, 16, 19)*. Mexican-Americans' initial enrollments, after a period of some growth, have now leveled off or even declined in the Southwestern States. Even though they may successfully enter college, they have a higher attrition rate than Whites *(9, 24)*. If such observations are correct, one

Table 9—School enrollment of Hispanics and Whites 3 to 34 years old, by type of school, 1978

Race/ethnicity and metro/nonmetro status	Total enrollment[1]	Enrolled below college level		Enrolled in college	
		Public[2]	Private[3]	Public	Private
	Thousands	*Percent*			
Total population	58,616	72.6	10.6	12.7	4.1
Metro	39,907	68.2	12.8	14.0	5.0
Central cities	16,082	65.1	15.0	15.0	4.9
Suburbs	23,825	70.4	11.3	13.3	5.0
Nonmetro	18,709	81.9	5.9	9.9	2.3
Hispanic	3,455	80.3	8.8	9.1	1.8
Metro	2,933	78.7	9.8	9.6	1.9
Central cities	1,658	76.1	11.0	10.3	2.6
Suburbs	1,275	82.1	8.2	8.7	1.0
Nonmetro	522	89.2	3.2	6.5	1.1
White	48,848	70.9	11.6	13.1	4.4
Metro	32,545	66.1	14.1	14.4	5.4
Central cities	10,821	58.6	18.8	16.7	5.9
Suburbs	21,724	69.8	11.8	13.3	5.1
Nonmetro	16,298	80.7	6.6	10.3	2.4

[1]This category includes both full-time and part-time students.
[2]A public school is defined as any educational institution operated by publicly elected or appointed school officials and supported by public funds.
[3]Private schools include educational institutions established and operated by religious bodies, as well as those which are under other private control.

Source: (*34*, tables 1, 2, and 3).

would expect that the lower college enrollment of Mexican-Americans would greatly affect rates for young persons in the entire nonmetro Hispanic population, where the former are so strongly represented.

Enrollment by Age Categories

Nonmetro Hispanic school enrollment levels between the ages of 3 and 15 compare favorably with those for other residence groups (table 10). But during the midteens to early twenties, the drop in school enrollment for nonmetro Hispanics is more pronounced than for Whites or metro Hispanics. For example, 78.1 percent of nonmetro Hispanic 16- to 17-year-olds were school participants in 1978, compared with 87.5 percent for nonmetro Whites in the same age category. For the 18- to 21- and 22- to 24-year-old age groups, the traditional time for college study, nonmetro Hispanic enrollment dropped to 23.3 and 6.4 percent, respectively. For those same age groups, nonmetro White enrollment was 31.9 and 11.3 percent, respectively. Even among metro Hispanic 22- to 24-year-olds, enrollment was 12.6 percent in 1978.

Various studies have disclosed that Mexican-American students fall progressively further behind as they continue in school, with regularly decreasing achievement after the early grades. Difficulties with language proficiency apparently have a major effect on acquiring advanced literacy and computational skills. Observers report a "mental withdrawal" by Mexican-American students, followed by actual withdrawal from school *(8, 13, 20)*. Economic pressures may encourage withdrawal before graduation as high school students realize that the time spent in class could be spent on a job earning some income *(8, 20)*.

Dropout Status

A large proportion of nonmetro Hispanic 16- to 24-year-olds are neither enrolled in high school nor are high school graduates. In 1978, that proportion was 36 percent, or more than twice the corresponding figure for nonmetro Whites (table 11 and fig. 3). At the same time, the percentages of nonmetro Hispanic 16- to 24-year-olds who attended school or were graduates were both much less than rates for nonmetro White 16- to 24-year-olds. The dropout status of central city Hispanic youth is virtually the same as that for their nonmetro counterparts, indicating a pervasive problem.

Ironically, surveys of young Hispanics have repeatedly shown high educational aspirations Most want to finish high school, obtain postsecondary academic or technical

Table 10—Percentage of Hispanics and Whites 3 to 34 years old enrolled in school, by age category, 1978

Race/ethnicity and metro/ nonmetro status	Age category					
	3-6	7-15	16-17	18-21	22-24	25-34
	Percent					
Total population	65.4	99.0	89.1	37.5	16.3	8.0
Metro	68.3	98.9	89.6	39.8	18.4	9.0
Central cities	66.1	98.5	87.1	36.7	20.7	9.8
Suburbs	69.9	99.1	91.2	42.1	16.4	8.4
Nonmetro	59.9	99.1	88.3	32.0	11.2	5.6
Hispanic	56.7	97.8	83.0	26.3	11.8	6.3
Metro	56.1	97.8	84.0	26.6	12.6	6.4
Central cities	56.4	97.3	82.1	25.5	13.0	6.8
Suburbs	55.8	98.3	86.3	28.1	12.1	5.9
Nonmetro	61.4	98.8	78.1	23.3	6.4	5.2
White	64.6	99.0	88.7	37.3	16.1	7.8
Metro	67.4	98.9	89.3	39.7	18.2	8.9
Central cities	63.4	98.4	85.6	36.0	21.0	9.8
Suburbs	70.0	99.2	91.1	41.8	16.2	8.3
Nonmetro	59.8	99.1	87.5	31.9	11.3	5.7

Source: (*34*, tables 1 and 2).

Table 11—Percentage of Hispanics and Whites 16 to 24 years old enrolled in school, high school graduates, and high school dropouts, 1978[1]

Race/ethnicity and metro/nonmetro status	Enrolled in school	High school graduates	High school dropouts
		Percent	
Total population	42.7	43.1	14.2
Metro	44.0	42.6	13.4
Central cities	41.5	41.8	16.7
Suburbs	45.9	43.3	10.8
Nonmetro	39.6	44.2	16.2
Hispanic	34.8	31.9	33.3
Metro	35.1	32.0	32.9
Central cities	33.5	30.8	35.7
Suburbs	37.6	33.7	28.7
Nonmetro	32.5	31.5	36.0
White	42.2	44.4	13.4
Metro	43.6	43.9	12.5
Central cities	40.0	44.0	16.0
Suburbs	45.8	43.8	10.4
Nonmetro	39.2	45.5	15.3

[1]"Dropouts" are defined as those persons not enrolled in school and not high school graduates.

Source: (*34*, tables 1 and 2).

training, and go on to careers with good income and employment opportunities. Their educational and occupational goals are not unlike those of non-Hispanic youth *(16, 42, 43)*. For various reasons, however, their high aspirations are not enough to overcome the propensity to drop out and remain out. Large numbers of Hispanic young people leave high school early and never return. The socioeconomic implications of this are critical because the Hispanic population, including its nonmetro component, tends to have a high proportion of young people *(14, 33)*.

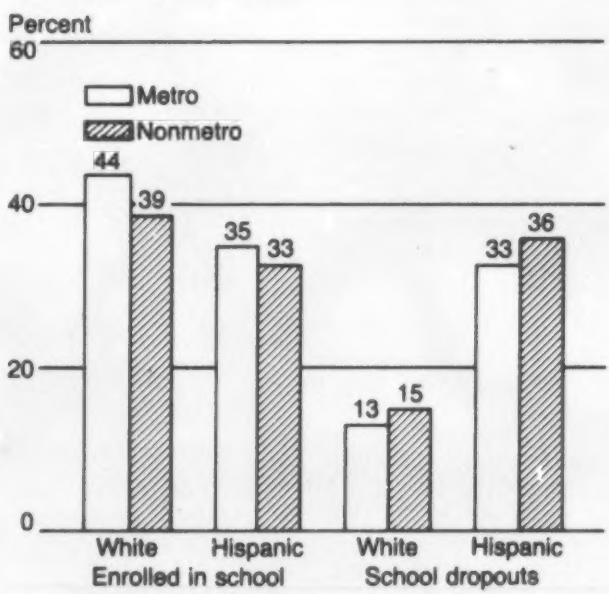
Enrollment of LES/NES Students

The importance of English language difficulties among Hispanic students should not be underestimated. About four out of five Hispanics live in Spanish-speaking households and one-third of all Hispanics usually speak Spanish themselves *(24)*. Children who are raised in a home environment where Spanish is normally spoken will have obvious problems adjusting to a school environment where English is the language of instruction. Deficiencies in speaking and reading English are carried over into specific subject areas, retarding the understanding and progress of Hispanic students whose relative achievements decrease with each grade *(5, 8, 20)*. There is also evidence that nonmetro Hispanics use English less frequently than their metro counterparts, perhaps making the burden of a Spanish-to-English transition more troublesome *(21, 27, 42)*.

The need to provide special help for children having limited English language facility is widely recognized, and most States now offer some kind of program to address the need. However, no State serves all the children identified as limited- or non-English speakers (LES/NES). Even for States having large concentrations of LES/NES Hispanic students, none serve even two-thirds of such students *(24)*. Among the five Southwestern States, where most nonmetro Hispanics live, no

Figure 3

Percentage of Metro and Nonmetro 16-to 24-Year-Olds Enrolled in School and School Dropouts, by Race/Ethnicity, 1978



Dropouts are defined as those persons not enrolled in school and not high school graduates.

Source: (34, table 2).

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State except California had more than half of its LES/NES students enrolled in special programs in 1976 (table 12).[4] Although data for the five Southwestern States showing a residence breakdown of LES/NES pupils are not available, data for California do show that LES/NES enrollments are proportionately about the same by metro/nonmetro school district location (table 13).

Educational Outcomes

Numerous factors determine the work activities and financial rewards of every group or individual. Formal education, while not the sole determinant, is important enough to be treated as a major factor affecting material outcomes like employment, occupation, income, and residential preference. There is no reason to assume that education has played a less important role in determining outcomes for nonmetro Hispanics.

[4]Florida, Illinois, and New York also had more than half of their LES/NES students enrolled in special programs. The great majority of Hispanics in those States, however, are metro dwellers.

Employment and Occupations

Unemployment is more prevalent among nonmetro Hispanics than among nonmetro Whites. In 1979, unemployment rates approached 10 percent for both nonmetro Hispanic men and women (table 14). A qualification must be noted in relation to these data, however. Many potential workers are uncounted in the unemployment statistics because they either give up their job search, are underemployed in farming, or are illegal aliens purposely avoiding detection. This abandonment of the job search and underemployment may be more common in the nonmetro sector, where many Hispanics lack the skills and educational background needed to compete for the relatively fewer white-collar jobs available. The data also do not indicate the serious unemployment/underemployment problem among Hispanic youth seeking work in labor markets already saturated with the unskilled *(7)*.

Nonmetro Hispanics have lower rates of employment in white-collar occupations than other residence groups (table 14). About 19 percent of nonmetro Hispanic males in the labor force held white-collar occupations in 1979, compared with 33 percent of nonmetro White males. Figures for nonmetro Hispanic females were higher only because so many were employed as clerical workers.

Table 12—Proportion of Hispanic LES/NES elementary and secondary school students enrolled in LES/NES programs in selected States, 1976

State[1]	Total LES/NES students[2]	Students in LES/NES programs	Proportion of total LES/NES students in LES/NES programs
	Thousands		*Percent*
Arizona	20.2	8.1	40.1
California	161.7	100.3	62.0
Colorado	4.6	2.1	45.7
Florida	24.9	15.7	63.1
Illinois	8.6	5.0	58.1
New Jersey	42.7	20.1	47.1
New Mexico	24.8	9.7	39.1
New York	136.3	72.2	53.0
Texas	275.9	109.6	40.0

[1]Only those States with 250,000 or more persons of Hispanic origin are listed.

[2]This category includes all students identified by teachers as being limited-English speaking or non-English speaking.

Source: (*24*, table 2.09).

The number of both male and female nonmetro Hispanics listed as professional workers or managers, the two best paying white-collar occupations, was low. On the other hand, nonmetro Hispanic representation in the farm and service job categories was relatively higher. In 1979, most Hispanics in these two occupation groups had not completed high school (table 15).

Table 13—Enrollment of LES/NES elementary and secondary students in California, by metro/nonmetro status of school districts, 1977-78

Student enrollment	Metro/nonmetro status of school districts	
	Metro	Nonmetro
	Thousands	
Total enrollment	3,954.0	349.6
Hispanic	831.1	64.5
LES	164.4	11.9
NES	55.6	3.5
	Percent	
Total enrollment	100.0	100.0
Hispanic	21.0	18.5
LES	4.2	3.4
NES	1.4	1.0

Source: (*6*, table A-1).

Farmworkers

There is a commonly accepted myth that rural or nonmetro Hispanics are predominantly migratory farmworkers *(8, 30)*. According to data from the previous section, most nonmetro Hispanics work in nonfarm occupations. Further, Hispanics made up only about 10 percent (295,000) of the Nation's hired farmworker force in 1977, of which only one-fifth (61,000) were classified as migratory (table 16). Nevertheless, because fair numbers of Hispanic hired farmworkers do exist in the

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Table 14—Percentage of metro and nonmetro Hispanics and Whites 16 years old and over in the civilian labor force in various occupation groups, 1979

Race/ethnicity, employment status, and occupation group	Metro		Nonmetro	
	Male	Female	Male	Female
		Percent		
Hispanic	100.0	100.0	100.0	100.0
Employed	92.4	90.1	90.8	90.2
White-collar	22.3	43.9	19.4	40.4
Professional workers	7.1	7.2	6.5	4.4
Managers, except farm	6.3	3.1	5.3	4.4
Sales workers	3.1	5.1	2.4	2.7
Clerical workers	5.8	28.5	5.2	28.9
Blue-collar	55.2	26.8	44.6	16.4
Craft workers	19.8	2.1	16.0	.4
Operatives, except transport equipment	18.9	23.8	13.4	12.9
Transport equipment operatives	5.8	.1	4.3	.4
Laborers, except farm	10.7	.8	10.9	2.7
Farmworkers	2.7	1.2	13.4	2.7
Service workers	12.2	18.2	13.4	30.7
Unemployed	7.6	9.9	9.2	9.8
White	100.0	100.0	100.0	100.0
Employed	95.1	94.3	94.8	93.6
White-collar	45.6	67.0	33.1	54.9
Professional workers	17.0	16.6	12.1	14.3
Managers, except farm	15.4	6.6	12.3	5.3
Sales workers	6.9	7.4	4.6	6.0
Clerical workers	6.3	36.4	4.1	29.2
Blue-collar	40.7	11.2	45.9	16.1
Craft workers	19.9	1.7	21.3	1.7
Operatives, except transport equipment	10.3	8.1	12.2	12.3
Transport equipment operatives	5.0	.5	6.0	.8
Laborers, except farm	5.5	.9	6.4	1.3
Farmworkers	1.0	.4	9.2	2.2
Service workers	7.8	15.7	6.6	20.4
Unemployed	4.9	5.7	5.2	6.4

Source: (*37*, table 29).

nonmetro Southwest *(30)*, their educational status warrants closer attention.[5]

In 1977, 85 percent of all Hispanic farmworkers 25 years old and over had completed only an elementary school education, contrasted to 26 percent for White workers. About 3 percent of Hispanic male farmworkers had some college experience, while one-fourth of their White counterparts had studied 1 year or more in college (table 17). The presence of younger, better educated White adults who supplement their income by working just a few days or weeks in the fields may partially explain the disparities. Hispanic farmworkers are often older adults employed for longer periods who depend on farm wages as their primary income source. Low educational levels for Hispanic farm laborers block their advancement to better jobs *(29, 30)*.

[5]About 90 percent of Arizona-based migratory farmworkers are Mexican-American *(2)*.

Table 15—Percentage of employed Hispanics 25 to 64 years old in various occupation groups, by years of school completed, 1979

Years of school completed	Occupation group							
	Male				Female			
	White-collar[1]	Blue-collar[2]	Service	Farm	White-collar	Blue-collar	Service	Farm
	Percent							
Elementary:								
0-8	8.0	45.9	50.4	80.0	6.6	51.4	43.3	88.9
High school:								
1-3	8.8	18.4	13.9	7.4	9.0	20.2	16.8	0
4	29.4	24.8	22.6	7.4	46.3	24.4	30.6	11.1
College:								
1-3	22.9	8.5	10.9	5.2	21.8	2.3	7.9	0
4	15.9	2.1	2.2	0	11.1	1.4	.7	0
5 or more	15.0	.3	0	0	5.2	.3	.7	0

[1]White-collar occupations include professional, managerial (except farm), sales, and clerical workers.
[2]Blue-collar occupations include craft workers, operatives, and laborers (except farm).

Source: (*38*, table 5).

Table 16—Number and proportion of hired farmworkers, by migratory status, 1977[1]

Migratory status	Total[2]		Hispanic		White	
	Male	Female	Male	Female	Male	Female
	Thousands					
Total	2,092	638	192	103	1,587	387
Migratory[3]	152	38	35	26	101	9
Nonmigratory[4]	1,940	600	157	77	1,486	378
	Percent					
Total	100.0	100.0	100.0	100.0	100.0	100.0
Migratory	7.3	6.0	18.2	25.2	6.4	2.3
Nonmigratory	92.7	94.0	81.8	74.8	93.6	97.7

[1]Hired farmworkers are persons 14 years old and over in the civilian noninstitutional population who did any farmwork for cash wages or salary any time during the year.
[2]Includes Blacks and others.
[3]Migratory workers are those who (1) left their home temporarily overnight to do hired farmwork in a different county within the same State or in a different State with the expectation of eventually returning home, or (2) had no usual place of residence and did hired farmwork in two or more counties during the year.
[4]Nonmigratory workers are those who (1) did all their hired farmwork for the year in the same county in which they lived, (2) made a permanent move from one county to another during the year (even if they did hired farmwork in both counties), or (3) commuted daily across the county or State line to work and returned home each night.

Source: (*29*, table A-2).

Table 17—Distribution of hired farmworkers 25 years old and over, by years of school completed, 1977

Years of school completed	Total[1]		Hispanic		White	
	Male	Female	Male	Female	Male	Female
			Percent			
Elementary:						
0-8	43.6	46.9	84.1	85.0	26.5	26.6
High school:						
1-3	15.3	21.6	8.8	6.7	12.2	24.5
4	25.9	25.0	4.4	6.7	36.6	34.5
College:						
1 or more	17.2	8.5	2.7	1.6	24.7	14.4

[1]Includes Blacks and others.

Source: (*29*, table A-2).

Income

Nonmetro Hispanic men averaged $3,000 less in income during 1977 than nonmetro White men; the corresponding difference for women was about $1,200 (table 18 and fig. 4). Earnings generally increase with education, so the lower schooling levels of nonmetro Hispanics certainly affect their income position *(33, 39)*. However, the relatively inferior income ranking maintained by all nonmetro residents points to factors other than education as determinants of earning power *(39)*. Sex may be one factor, since mean incomes of women are markedly smaller than those for men, with nonmetro Hispanic women at the greatest disadvantage. Other possible factors are the underrepresentation of nonmetro residents occupying better paying white-collar jobs, proportionately fewer union workers in nonmetro areas, and cost-of-living differentials between cities and outlying places.

Metro/Nonmetro Migration

It has been suggested that better educated Hispanics are more likely to migrate from nonmetro areas to cities for increased job opportunities and enhanced earning power. Some observers have detected a brain drain as nonmetro areas in the Southwest have lost their better qualified Hispanic residents to the cities *(8)*. It could be argued that the substantial percentage (36.2) of college-trained nonmetro Hispanics migrating to cities does, in fact, constitute a continuing brain drain of better educated Hispanics from nonmetro communities (table 19).

But data on geographic mobility reveal mixed results. During 1975-79, 36.2 percent of all nonmetro Hispanics 25 years and over who moved to metro areas had college experience, while 34.5 percent had less than a full high

Table 18—Mean income of metro/nonmetro Hispanics and Whites, 1977

Metro/nonmetro status	Mean income	
	Male	Female
	Dollars	
Total population	12,063	5,291
Metro	12,951	5,707
Central cities	11,735	5,737
Suburbs	13,784	5,683
Nonmetro	10,288	4,420
Hispanic	8,927	4,488
Metro	9,156	4,684
Central cities	8,823	4,676
Suburbs	9,589	4,697
Nonmetro	7,696	3,277
White	12,537	5,349
Metro	13,513	5,763
Central cities	12,603	5,894
Suburbs	14,041	5,679
Nonmetro	10,669	4,522

Source: (*33*, table 14; *40*, table 41).

school education. Thus, there was no greater migration of college-trained nonmetro Hispanics than of those with less schooling. Conversely, of all metro Hispanics who migrated to nonmetro areas, 57.2 percent had not completed 4 years of high school and only 17.5 percent were college trained. The data seem to show a relatively heavy stream of less educated and unskilled Hispanic workers moving away from cities to nonmetro towns and farms. This may partially account for the disparities in residential educational levels.

Policy Implications

Nonmetro Hispanics trail both Whites and metro Hispanics in rates of high school graduation, college completion, and functional literacy; their relative position on these measures actually worsened during the seventies, despite absolute gains. School enrollment of nonmetro Hispanics in their midteens to early twenties declines more sharply than that of Whites or metro Hispanics. Nonmetro Hispanics are also less likely to be employed, hold white-collar jobs, or earn comparable incomes.

Such results, however, are confounded by migration patterns in the Southwest, where most nonmetro Hispanics live. The nonmetro-bound migration from Mexico and Southwestern U.S. cities of Hispanics with little schooling makes residential differences less clear cut. Do the educational disadvantages of nonmetro Hispanics stem more from forces endemic to their areas or from outside factors? A definitive answer using existing information is not possible. But it is plausible to assume that migration has exacerbated some tendencies already affecting native nonmetro Hispanics.

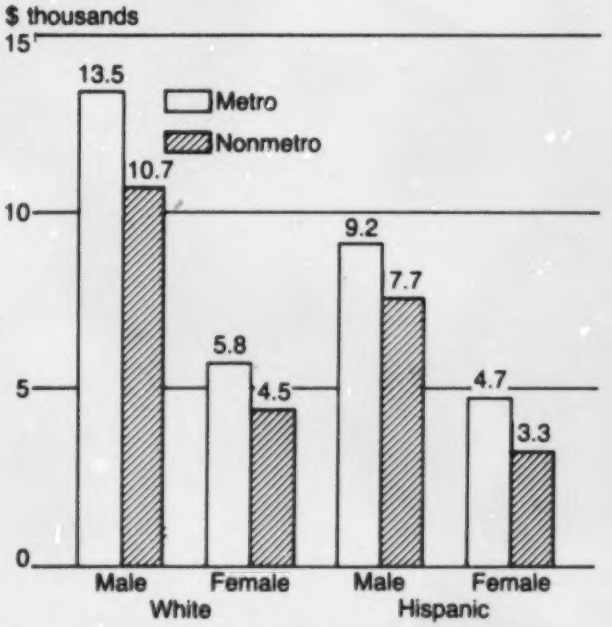
Hispanic students and children from low-income families have access to fewer educational services than do White students and children from high-income families because of inequalities in the distribution of educational resources in the Southwest. Nonmetro schools with large Hispanic enrollments have smaller and poorer quality facilities, employ teachers with less training or advanced degrees, and offer fewer special programs *(4, 8, 9, 20)*. Nonmetro Hispanic children may have greater Spanish-to-English transition needs in school because initially they depend more on the Spanish language. Nonmetro schools without well-trained teachers or special programs will find it difficult to meet language needs. Their pupils are even more likely to experience the communication problems which retard scholastic progress *(3, 5, 8)*. Difficulties are compounded by the influx of low-income students with little English language skills who migrate to nonmetro places.

The importance of family background should not be overlooked. Children from poor Hispanic families probably live in homes where parents have less than a full high school education and, though they may have fairly high aspirations for their children, cannot provide a personal example of advanced educational accomplishment. These parents tend not to participate in their children's school or general learning activities, and thus fail to reinforce educational values. There is little exposure to books or other media which develop cognitive skills, especially skills involving the use of English *(8, 9, 12)*. The net effect of home background is undoubtedly enlarged when families are composed of poor migrants with little formal schooling. Whether that effect is greater among metro or nonmetro Hispanics is open to debate.

Despite the limitations imposed by inadequate educational services and negative home environment, nonmetro Hispanic youth have relatively high aspirations

Figure 4

Income of Metro and Nonmetro Persons, by Race/Ethnicity and Sex, 1977



Mean income of persons 14 years old and over.

Source: (33, table 14; 40, table 41).

for educational attainment *(16, 22, 42)*. However, their aspirations are not matched by high expectations of occupational attainment. In effect, there is a gap between desired and perceived job market realities which widens as youths grow older *(12)*. Since local labor markets have few occupations requiring advanced education, it probably makes sense to nonmetro Hispanic youth to terminate schooling early and seek immediate, even if low-paying, employment. High dropout rates and low educational attainment may simply be a function of limited socioeconomic opportunities *(7, 8, 12, 25)*. On the other hand, not having further schooling and career preparation almost guarantees ineligibility for whatever better opportunities do occur. Finally, as large numbers of poorly educated migrants move in, even unskilled job openings become scarce.

Teacher Training

All teachers should be sensitive to the special needs of their students and design appropriate learning strategies to achieve group objectives. The increasing effort to train teachers who can work with minority school populations has encouraged the perspective that teacher training and certificate renewal programs prepare teachers for addressing cultural differences *(15)*. Potential teachers of Hispanics must also understand the impact of majority-minority cultural relations on the educational environment of Hispanic students, adults as well as youth. Teachers must be given insights into the factors determining Hispanic student beliefs, interests, values, and experiences *(1)*. Moreover, the unique nature of the rural/nonmetro social setting should be portrayed

Table 19—Percentage of nonmovers and movers to and from SMSAs for Hispanics and Whites 25 years old and over, by school years completed, March 1975-79[1]

Race/ethnicity and school years completed	Nonmovers		Movers	
	In SMSAs	Outside SMSAs	In to SMSAs	Out of SMSAs
		Percent		
Hispanic	100.0	100.0	100.0	100.0
Elementary:				
0-8	43.3	58.3	22.4	46.2
High school:				
1-3	15.6	12.1	12.1	11.0
4	26.2	21.0	29.3	25.3
College:				
1-3	8.5	6.1	17.2	13.1
4	3.9	1.6	12.1	3.3
5 or more	2.5	.9	6.9	1.1
White	100.0	100.0	100.0	100.0
Elementary:				
0-8	17.0	25.7	8.0	10.3
High school:				
1-3	14.0	15.0	9.4	12.6
4	39.3	37.9	32.6	34.5
College:				
1-3	14.0	11.0	19.3	19.8
4	9.0	6.3	18.2	13.5
5 or more	6.7	4.1	12.5	9.3

[1]"SMSA" refers to Standard Metropolitan Statistical Area and collectively corresponds to the term "metro" used in previous tables and figures.

Source: (*37*, table 25).

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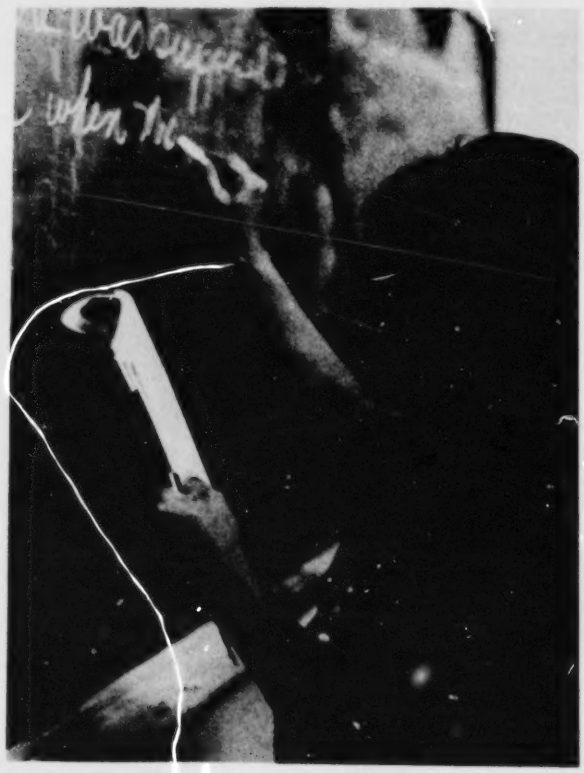
to those whose careers will be devoted primarily to teaching nonmetro Hispanics.

Training institutions can incorporate information about Hispanics in their foundation and advanced courses. Preservice teacher preparation could include onsite practice teaching in schools with large Hispanic enrollments, under the supervision of faculty who have already demonstrated skill in teaching minority learners. Of course, while skills and competencies are being validated, field experience activities can also be used to develop positive attitudes in teacher candidates toward special groups *(1, 41)*. Inservice instruction is equally useful in assisting teachers of Hispanic or other minority students. Faculty workshops held during the school year, summer classes, and school district incentives for individual study are only a few examples of inservice initiatives *(15)*.

Special Programs

Most authorities agree that language is a chief barrier to the education of Hispanics. Students who are linguistically different have been expected to acquire a new language and master a typical curriculum at the same pace and rate as native speakers of English. This expectation is unrealistic in many cases and often leads to frustration and confusion for the Hispanic student. Attempts to smooth the Spanish-to-English transition through such means as bilingual education, English as a second language, remedial classes, and other special programs have been tried with varying degrees of success. The special programs have been least successful when they fail to stimulate the cognitive development of students who may fall behind academically while learning English. Limited progress in the regular curriculum may cause permanent academic retardation which cannot be overcome even when students have acquired a sufficient command of English *(9, 18, 28)*.

Some programs applied to the education of Hispanic migratory farmworker children attempt to avoid these negative consequences. Such programs use preschool services to help children function successfully when they enroll, intensive oral language development from the earliest grades, after-school tutorial classes to let pupils catch up on any work missed, peer tutorial programs to assist high school students with problem subjects, and career/vocational education exploration. Bilingual instructors and teachers' aides sensitive to the needs of Hispanic migratory children often conduct the programs and work with parents to establish home-school coordination, and teach adult classes as well *(2, 31)*. California has set up a "Migrant Teacher Assistant Mini-Corps" to train increasing numbers of bilingual teachers of Hispanic migratory children *(10)*.



Education-Work Linkages

Better prepared teachers and special language programs should help improve the education of nonmetro Hispanics, but will not automatically secure increased socioeconomic opportunity unless linkages are established between formal education and work. Individuals must be able to use the general education and specific career skills they have learned if they are to improve their life chances. Hispanic students need more basic development of work values, exploration of alternative occupations, effective guidance counseling, job placement services, and vocational training for primary work roles. They can use additional exposure to employment training programs that raise specific job skill levels. These various education-work linkages are critical during the teen years when Hispanic students are tempted to leave school for immediate, unskilled employment, but are equally appropriate for adults *(17, 28)*. Unfortunately, nonmetro school systems serving Hispanics seldom have the funds or personnel to furnish diverse career/vocational programs. Few nonmetro agencies possess expertise in planning and delivering employment training services.

If the obstacles to education-work linkages can be surmounted, nonmetro Hispanics will have access to a wider range of jobs in labor markets. Many could take advantage of their bilingual, bicultural status to fill jobs where such a background makes them prime candidates for employment. Texas has instituted programs preparing students as bilingual office workers and salespersons. Participants receive their work-study training in both Spanish and English in order to serve a bilingual clientele *(31)*. As Southwestern business firms enlarge their international concerns, with major input from Latin America, the demand for bilingual employees and managers should grow. Nonmetro Hispanics with the proper skills could help meet the demand.

Nonmetro Development

Educational improvements alone, even those directed toward the work sector, cannot be undertaken without regard to nonmetro economic and human resource development. Merely providing better educational resources for nonmetro Hispanics will neither increase the quantity nor quality of work opportunities available. In short, they require more jobs which utilize higher skill levels. Nonmetro economic growth emphasizing industrial and business expansion can create jobs by enhancing the economic base of local communities. As the economy becomes more diversified, there are more options for workers in new labor markets. Some economic development has already materialized in the nonmetro Southwest, but has little benefited the Hispanic population *(7, 23)*.

Perhaps human resource development among nonmetro Hispanics has not been adequate to supply the trained labor force and managerial leadership necessary to take advantage of accelerated economic growth. An unskilled, poorly educated population cannot perform the tasks demanded by modern industry. When skilled employees and managers are not available locally, industries may be forced to locate elsewhere or hire nonresident employees. Without a well-trained labor force, nonmetro development beneficial to Hispanics cannot proceed. Conversely, lacking nonmetro development, the relative educational status of nonmetro Hispanics may remain low.

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